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ABSTRACT

This manual was designed for use by school administrators in developing and/or improving the quality of distributive education programs being implemented in schools. Set forth in it are criteria for insuring success of programs, as well as checklists for assessing their merit. Appendixes outlining the functions and duties of coordinators, curriculum structure, the state unit's responsibility, and a checklist for program visitation are included. (SN)

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DEVELOPING DISTRIBUTIVE EDUCATION PROGRAMS

A MANUAL
FOR SCHOOL ADMINISTRATORS



State of New Jersey
Department of Education
Division of Vocational Education
Distributive Education Unit

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PREFACE

This manual was prepared to be used by school administrators. Specific criteria have been delineated which when applied to program activities will indicate the quantitative level of program operation.

The criteria were determined by research and from presentations by authorities in Distributive Education and are positive standards in support of teacher-coordinator activities. Administrators can readily determine the strengths and weaknesses which condition the quality of education. Thus accountability can be established and appropriate action taken.

This procedure is particularly significant in light of Governor Cahill's statement, "I want our schools to make vocational and technical education available to any citizen of New Jersey who wants or needs it, regardless of age, previous job experience, or place of residence." (Special message to the Legislature, April 9, 1970.)

Robert D. Joy, Director
Distributive Education
January 1971

FOREWORD

The Distributive Education Unit, Division of Vocational Education, New Jersey State Department of Education, would like to acknowledge the assistance of the following personnel who served on a Commission for the preparation of this guide:

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Dr. S. David Adler, Superintendent of Newton Public
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The Commission, under the able direction of Mr. Woerner, reviewed the first draft and prepared recommendations which were forwarded to the State Department.

Appreciation is also given to Richard Gerow, Distributive Education Summer Intern, who assisted in collating, and to Ralph Bregman, who edited the final document.

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I. INTRODUCTION

Need for Distributive Education

At present, approximately 55 percent of the privately employed workers in the United States are working in distributive and service occupations. According to studies of the New Jersey labor market, 24,000 new jobs in distributive occupations are created each year. In addition, it is estimated that 25,000 New Jersey citizens will need to be re-educated and retrained for changes in distributive occupations.

National estimates indicate that the number of employment opportunities for 1970 will increase by more than 50 percent over 1960 levels. Therefore, it has been recommended that New Jersey Vocational Education must "provide programs with a solid occupational foundation, built on a knowledge of present job opportunities and projected future needs." (1964 report on Vocational Education for New Jersey Today.)

Distributive Education is one of a variety of vocational programs in the State of New Jersey. Distributive Education provides a solid occupational foundation for those students who are interested in employment within the "career ladder" of distributive occupations.

With the growing urbanization of the Eastern Seaboard, and assuming that the predicted megalopolis from Boston to Washington, D. C. will be a reality, there will be a continuing demand for qualified personnel to serve the population -- with New Jersey as the hub of activity. Therefore, the young people who will be competing for jobs within this market should be given every opportunity to develop salable employment skills.

Definitions

A **distributive occupation** is defined as an occupation followed by proprietors, managers, or employees engaged primarily in marketing, management, or merchandising of goods or services. Such occupations may be found in various business enterprises: retailing, wholesaling, storing, transporting, financing, manufacturing, and risk-bearing.

Distributive Education is used to identify a program of instruction in merchandising, management, and marketing. The objective is to prepare students for employment and advancement.

Goals of the Distributive Education Program:

The goals expressed for the Distributive Education program are:

1. To offer instruction in distribution, marketing, and management.
2. To provide an opportunity for the student to select and prepare for a career in the areas of distribution.
3. To afford students the opportunity to develop marketable skills.
4. To upgrade the competence of the students to the maximum.
5. To aid in the improvement of the techniques of distribution.
6. To assist persons already employed to do a more effective job.
7. To develop a broader understanding of the social and economic responsibilities of those engaged in distribution in a free, competitive society.

II. CRITERIA FOR SUCCESSFUL DISTRIBUTIVE EDUCATION

The Coordinator – Certification

To adequately discharge his duties, the coordinator should be Distributive-Education certified. Certification in Distributive Education will prepare the teacher-coordinator to discharge his duties and responsibilities. Teachers who have not received permanent certification in Distributive Education must complete four semester-hours per year and student teaching. Evaluation of courses taken is made by the Bureau of Teacher Certification.

The Coordinator – Duties and Responsibilities to the School*

1. Instruct and guide students in various occupational areas.
2. Develop, revise, and evaluate the Distributive Education curriculum and program.
3. Initiate and develop adult Distributive Education programs.
4. Utilize expertise of local Distributive Education advisory committee and contacts with businessmen to upgrade the program.
5. Keep up with current business procedures and trends and instructional methods through in-service opportunities.
6. Set up training programs and projects for individual students.
7. Consult with merchants and businessmen concerning training problems.
8. Inform the superintendent, principal, department head, and community concerning the progress of the program.
9. Counsel and place students.
10. Maintain records necessary to give an adequate picture of the effectiveness of the program.
11. Evaluate the growth and progress of students through research and maintenance of cumulative records.
12. Use training plans and training agreements.
13. Organize and guide Distributive Education Clubs of America activities.
14. Propose program improvement, expansion, and/or innovation to serve more students effectively.
15. Inform administration of application procedures.

* (See Appendix A)

The Coordinator – Duties and Responsibilities to Maintain an Approved Program

The Distributive Education coordinator is expected to complete and submit reports to the State Department and to participate in research and attend all in-service meetings which are intended to upgrade and improve instruction and program operation.

The Distributive Education State personnel, as well as any State personnel from other vocational services, have the responsibility for administration of the State Vocational Plan as approved by the U. S. Office of Education. "The State board shall provide for a State staff sufficiently qualified by education and experience and in sufficient numbers to enable the State board to plan, develop, administer, supervise, and evaluate vocational education programs, services, and activities under the State plan to the extent necessary to assure quality in all education programs which are realistic in terms of actual or anticipated employment opportunities and suited to the needs, interests, and abilities of those being trained." (Federal Register, Vol. 35, No. 91-1970, p. 7341.) The purposes of the Rules and Regulations (Federal Register) are to clearly outline the areas of administration, provide the supervisors with a basis for evaluating programs, and to hold State administrative units responsible where a program is not conforming to the legislation.

There are three critical areas covered by this statement. The State Board of Education delegates the responsibility of **administration**, **supervision**, and **evaluation** of vocational education to a staff to assure quality education programs in terms of employment opportunities suited to the needs, interests, and abilities of those being trained.

In pursuit of satisfying these responsibilities (providing proper administration, supervision, and evaluation for quality education), the State Distributive Education Unit requests coordinators to submit reports, participate in research-evaluation, and attend in-service meetings.

It is anticipated that compliance with these criteria will provide the basis for quality education.

When working with administrative personnel, the Distributive Education coordinator must:

1. Inform the administration of participation in professional association in-service workshops and meetings;
2. Follow the policy and procedure of the school administration, as well as the State plan for vocational education.

The Distributive Education Teacher-Coordinator Activities

The following is an outline of those activities of the coordinator specifically devoted to afternoon, evening, and weekend coordination activities:

A. Scheduling students' work program

1. Allow travel time to the training agency.
2. Arrange schedule so all required courses may be completed.
3. Arrange schedule so that the required number of work-hours may be completed.

B. Developing a training plan and training agreement

1. Set up training agreement between employer and coordinator, explaining the program and delineating the requirements of the employer in reference to wages, hours, job rotation, etc.
2. Set up training plan with periodic review to relate classroom work to what is done on the job in order to individualize instruction.

C. Working with guidance personnel

1. Talk to the guidance department, informing them of the history and background of the distributive education program – nationally, statewide, and locally.
2. Actively seek assistance of guidance personnel in student recruitment, testing, and selection.
3. Continually inform the guidance department of all essential information that will aid in the scheduling of students.
4. Lay out a schedule and program for each student in cooperation with guidance department.
5. Check permanent records, test scores, and any other information essential to the planning of a good schedule or program for students.

D. Visiting the training agency

1. Introduce program to employers.
2. Place students on job.
3. Explain training responsibilities to employers.
4. Complete training plans.
5. Secure instructional material.
6. Relate job training to in-school instruction.

7. Provide and follow up on plans for rotation.
8. Learn actual employment conditions.
9. Develop new training stations.
10. Determine student progress.
11. Commend training sponsors.
12. Prevent mid-term layoffs by making advance plans with employers.
13. Seek wage adjustments.
14. Follow up on students absent from school.
15. Secure appointment of training sponsors.
16. Loan films, other training aids to interested employers.
17. Observe student at work.
18. Check student working hours – consistent with State and National Child Labor Laws
19. Check speed of student's learning.
20. Insure daily training for student.
21. Find out quality of student's work.
22. Get information regarding attitude of student.
23. Determine part of job in which trainee needs most improvement.
24. Determine if home situations of students are causing barriers to education.
25. Get information for lesson sheets concerning specific job.
26. Ask employer's opinion of work achieved by student in school.
27. Learn names of other employees who work with students
28. Suggest prospective members for advisory committee.
29. Keep informed concerning wages, hours, working conditions.
30. Secure speakers for special class topics.
31. Work out plans and agendas with chairman of advisory committee.
32. Secure facts needed for counseling interviews with students.
33. Learn of opportunities for full-time employment after graduation.
34. Get information about trade terminology in various occupations.
35. Make evaluation of effectiveness of training given Distributive Education students.
36. Show manuals being used in class to train the student-employee.
37. Show books of a specific nature which will be of interest to an employer.
38. Show trade-journal articles which contain ideas of interest to management.
39. Obtain training materials from producers, manufacturers, and wholesalers.
40. Bring training sponsors together for seminar on requirements for successful Distributive Education program.

E. Establish an active public information program – Presentations to and membership in the following types of groups or organizations

1. Civic organizations
2. P. T. A.
3. Retail merchants associations
4. School clubs and organizations

F. Surveying the community (for new training agencies)

1. Make personal contacts with potential employers.
2. Determine the number of people employed in the agency.
3. Determine the number of new employees that are needed each year.
4. Determine hours, wages, safety factors, desirable types of employment, and other factors important in determining whether the agency being considered is the correct place to use as a training agency.
5. Make inquiries to agencies now cooperating for names of other organizations that would benefit by participating in the program.

G. Home visits

1. Explain program fully to parents.
2. Keep parents informed of student's progress.
3. Observe home conditions, environment, and problems or conditions that may be reflected in the student's personality.

Instructional Activities

Instruction should be determined by the career objectives of the student and an analysis of instructional needs and demands placed on individuals engaged in distributive occupations. The overall instructional approach should include, but not be limited to, a knowledge of the function of distribution in our economy, the organization of distribution, and the economics of distribution. Specific instruction should include, but not be limited to:

- a study of the kinds of organizations performing distributive functions;
- a study of marketing functions – buying, selling, pricing, wholesaling, and retailing;
- a study of the factors affecting marketing, including display, layout, location, and advertising;
- a study of various financial aspects of distribution, including capital structure, credit, and banking.

A major aspect of the program should be the development of an understanding of the responsibilities of citizens in a competitive economy.

The above instructional package should be made exciting and authentic through the cooperative method or through participation activities (project method.)

Administrative Provisions for Effective Implementation of the Program

1. The coordinator's in-school assignments should not exceed four contact periods out of a 7-period day. School-store supervision is the equivalent of one class assignment. (See Appendix B)
2. The Distributive Education instructor should have no more than a total of 20 students to coordinate. When the program grows as a result of the effective activities of the coordinator, plans for adding additional staff must be made.
3. The establishment of a Distributive Education department within the school, separate from the business department, is recommended for five reasons. Such a department can:
 - a. allow mobility and flexibility of coordinator in the performance of his duties.
 - b. allow coordinator time for involvement with business and the community.
 - c. encourage differentiated staffing and other innovations.
 - d. allow time for promotion of the program.
 - e. allow a measure of reward to the coordinator, who by necessity requires a more extensive background in business and education than business educators.
4. Since coordination of program activities and participation at in-service meetings require extensive travel, expenses incurred should be reimbursed.
5. In order to improve instruction and the operation of the Distributive Education program, the coordinator should have a schedule which permits complete freedom for program development. Hence, provision for exemption from duties such as homeroom, detention, cafeteria duty, hall supervision, class proctoring, etc., should be made.
6. Administrators and Distributive Education coordinators are expected to encourage students to be involved in the youths' professional association. A youth-activity program on a national basis known as the Distributive Education Clubs of America (DECA) functions as an integral part of the high school cooperative program. The club program is an activity which complements, supplements, and strengthens the instructional program. It serves to round out the classroom instruction by providing a controlled method for student-centered participation in activities which are of particular interest to the members of the club. There are local, regional, and national conferences.

During the annual DECA National Leadership Conference, students are given the opportunity to compete in contests and an awards program. Participating high school students are those who have achieved recognition through local, regional, and State competition. Included in the contests and awards program are public speaking, sales demonstration, display judging, merchandise manuals, ad layout and copywriting, "student of the year," creative marketing project, and others.

DECA creates situations for youth to practice followership and leadership roles as they would be expected to perform such roles as representatives of distribution in the community. Thus, through the program of the Distributive Education Clubs of America, it is envisioned that the student will assume greater responsibilities as he grows and develops in his chosen occupational field.

The National Association of Secondary School Principals has placed this program on the Approved List of National Contests and Activities in previous years.

7. The Distributive Education classroom-laboratory and office should be fully equipped. The Distributive Education facility should be at least 1,600 square feet for a combination classroom-laboratory. The room must accommodate movable tables, sink, a sales laboratory, and display window. Storage space for equipment and supplies is a necessity. Files for product information and magazine racks are important ingredients. As part of this facility there should be a Distributive Education coordinator's office furnished, including a phone.

Where a school does not have the required space, it has the option of three alternatives to obtain an approvable facility.

- a. Use of a portable classroom
 - b. Use of a store front located within the business community
 - c. Use of a training room located in a business establishment.
8. Each Distributive Education program must have a functioning Distributive Education advisory committee. Distributive Education advisory committees are an essential part of the Distributive Education program. The advisory committee may be composed of local businessmen, union representatives, managers, guidance personnel and/or administrators, with the coordinator preparing the agenda and acting as the chairman or secretary of the committee. The committee permits:

- a. Community and business participation in school activities
- b. A sounding board for ideas on program development, public relations, student employment, curriculum development, etc.

If a school has a general vocational advisory committee, there should be a Distributive Education subcommittee to advise on problems unique to the Distributive Education program.

9. The Distributive Education coordinator should use the following instructional aids or structures (in addition to DECA), with the encouragement of the administration:

- a. Field trips
- b. Audio-visual aids
- c. Resource speakers
- d. Team teaching and occupational mix

10. The coordinator must have 11 months' employment. The following are activities usually conducted during the eleventh month which contribute to improved instruction.

- a. Continue proper placement of DE students.
- b. Plan preparatory distributive education classes and curriculum.
- c. Visit homes of the students to outline the parents' responsibilities.
- d. Attend official conferences, such as advisory board meeting.
- e. Check for adequate supplies and textbooks.
- f. Revise and update curriculum materials for the program (training plan or project plan).
- g. Order films and other visual aids.
- h. Coordinate Distributive Education students on summer employment.
- i. Organize and conduct training sponsor's workshop.
- j. Meet with DECA officers and plan DECA calendar of activities.
- k. Review planning and begin to implement adult DE classes or post-secondary programs.
- l. Prepare materials for September's bulletin board.
- m. Attend in-service leadership conferences.
- n. Prepare public relations materials.
- o. Supervise merchandise ordering and administration of school store.

11. The DE high school program should include post-high school and/or adult instructional programs.

Post-High School Program – In the post-high school programs, the instruction for full-time students is mid-management oriented and focuses on a particular commodity or service field, or around a function found in a distributive occupation. An illustration of programs for personnel to be served which are built around a commodity or service are: oil jobbers, supermarket managers, florists, wholesalers, real estate salesmen, and hotel and restaurant personnel.

In the function area, the programs are broad based and concerned with developing competencies to enter any distributive business at a supervisory or operating management level.

The programs at the post-high school level have been conducted as cooperative education programs. Students frequently spend a month, two months, three months, or longer in school, and an equal amount of time in supervised job activities.

The post-high school program represents an area in which rapid growth is currently taking place, for there is an increasing need due to rapidly advancing technologies for young people in marketing occupations who have had occupational training beyond the high school level.

Adult Program – The largest and most extensive part of the distributive education national program is found in the area of adult education. However, DE programs in New Jersey have never served more than 1,000 adults in a school year. Adults are interested in gaining greater job proficiency, preparing for promotional opportunities, or in learning new techniques in sales, supervision, or management.

For the most part, curricula are relatively specialized and geared to the needs of a particular kind of distributive business or operation. For example, instructional programs have been developed for restaurant, hotel, retail, real estate, insurance, and for various specializations within these areas. There are many other programs which provide instructional content which applies to several different kinds of businesses. For instance, there are classes in advertising, small-business management, export trade, sales management, and supervisory training.

The largest number of adult-DE teachers are part-time instructors who are drawn from business, education, industry, and government. Most local high school teacher-coordinators plan, organize, and promote adult DE classes. (See the N. J. Handbook for Adult D. E. Education for more complete information.)

Your Educational Responsibility

The DE teacher-coordinator is the key to a successful program. Success is measured by the growth of the program, the number of graduates employed, the number of graduates promoted on the job, participation by students in their professional organization (DECA), post-secondary or adult DE programs, and the activity of the DE advisory committee.

The DE program should provide educational and instructional services to: handicapped, special-education, dropout, special-needs, academic, and career-oriented students.

On the following page a checklist is provided so that the administrator can assess the progress of the vocational program.

III. CHECKLIST FOR GENERAL ASSESSMENT OF A VOCATIONAL EDUCATION PROGRAM*

To be successful, a vocational education program must be characterized by the following:

- | | YES | NO |
|--|-----|----|
| 1. The program is directly related to employment opportunities, determined by school officials in cooperation with occupationally concerned and competent individuals and groups. (Advisory Committee) | | |
| 2. The content of courses is confirmed or changed by periodic analysis of the occupations for which the training is being given. (Advisory Committee) | | |
| 3. The courses for a specific occupation are set up and maintained with the advice and cooperation of the various occupational groups concerned. (Advisory Committee) | | |
| 4. The facilities and equipment used in instruction are comparable to those found in the particular occupation. | | |
| 5. The conditions under which instruction is given duplicate as nearly as possible desirable conditions in the occupation itself and at the same time provide effective learning situations. | | |
| 6. The length of teaching periods and the total hours of instruction are determined by the requirements of the occupation and the needs of the students. | | |
| 7. Training in a particular occupation is carried to the point of developing marketable skills, abilities, understanding, attitudes, work habits, and appreciations sufficient to enable the trainee to get and hold a job in that occupation. | | |
| 8. Day and evening post-secondary or adult classes are scheduled at hours and during seasons convenient to enrollees. | | |
| 9. Instruction is offered only to persons who need, desire, and can profit from it occupationally. | | |
| 10. The teachers are competent in the occupation for which they are giving instruction and possess adequate professional qualifications for teaching. | | |
| 11. Vocational guidance, including effective followup of all students who finish or drop out of a course, is an integral and continuing part of the program. | | |
| 12. Continuous research is an integral part of the program. | | |

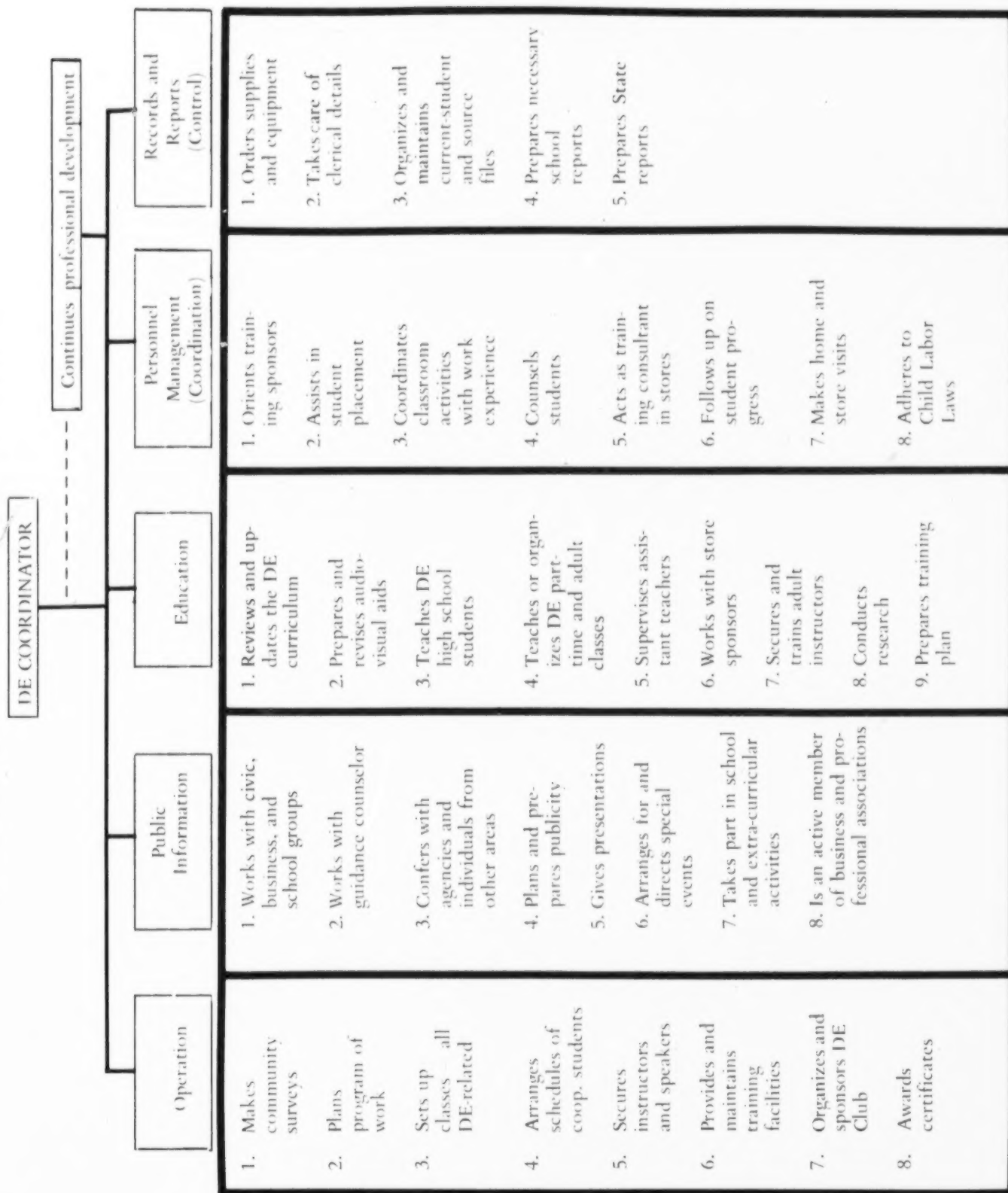
*Public Vocational Education Program Characteristics of Programs under Provisions of the Federal Vocational Education Acts, Pamphlet #117 (revised), 1957.

IV. CHECKLIST FOR NEW PROGRAMS

	YES	NO
Step 1 - Notify State Department, Distributive Education Unit of interest and program criteria, and request information		
Step 2 - Submit to State Department an Application for Funds.		
Step 3 - Assess local need for program.		
Step 4 - Employ vocationally competent personnel (assuming funding approval)		
Credit for work experience (minimum of 2 years)		
11-month contract		
Step 5 - Establish advisory committee.		
Step 6 - Inform Guidance personnel for student recruitment.		
Step 7 - Inform key merchants and agencies, including employment service.		

V. APPENDIXES

FUNCTIONS AND DUTIES OF A DE TEACHER COORDINATOR



APPENDIX B

DISTRIBUTIVE EDUCATION CURRICULUM STRUCTURE

The basic Distributive Education program and credits must be according to the State Plan.

The Cooperative Education Program can be organized under three basic plans.

A program covering three school years, providing an average of at least one regular class period a day of vocational instruction in distribution.

A program covering three school years, providing an average of at least two regular class periods a day of vocational instruction in distribution in the second or third year.

The Participation Activity Program (referred to as the Project Method) can be organized under the following plans:

A program covering at least three school years, providing an average of one regular class period a day the first two years and two class periods the third year in vocational instruction in distribution.

A program covering one school year, providing an average of 3 regular class periods a day of vocational instruction in distribution. (Under this plan, there are usually two control classes and one laboratory or project class.)

The above are basic and will satisfy reimbursement requirements.

Options:

The Distributive Education teacher-coordinator and administrator may innovate on the basic structure to meet the needs of students.

The following is a list of possible options:

9th grade distributive education orientation

10th grade distributive education I (Prep) or (Co-op)*

These can be a single class or double period under the co-op method or project method or occupational - mix method.

Credits for the program can be offered on the basis of 10 credits for cooperative work experience and 5 credits for each 5 periods per week in class, which includes homework assignments.

*(Under such programs pupils do not spend as much time in the in-school program as other students. Arrangement of school hours and cooperative work-experience hours is under the control of the local board of education.)

APPENDIX C

DE STATE UNIT'S EDUCATIONAL RESPONSIBILITY

In a sense, the Vocational Division is the caretaker of tax monies – Federal and State. The law has charged the Division with the responsibility of expanding, improving, and innovating services to "... persons of all ages in all communities of the State ... which is of high quality ..."

The implementation of the criteria should provide the basis for quality education to persons of all ages in all communities. Therefore, future evaluation of DE programs will relate the criteria to program operation (See Appendix D).

Program approval and funding or continued program approval and funding will be predicated on adherence to the criteria.

Credit can be given only for approved DE courses. Only approved programs can secure the waiver of the exceptions under the Child Labor Laws. The 24-hour insurance (which is a desirable feature for cooperative work experience programs) is issued by commercial companies covering DE students to and from the work station and applies only to approved programs.

Personnel Available to Assist You

For detailed information concerning program organization and operation, financial aid, and other phases of Distributive Education, contact the Distributive Education Unit, Division of Vocational Education, State Department of Education, 225 West State Street, Trenton, New Jersey 08625, Telephone No. 609-292-6574/6575

APPENDIX D

CHECK SHEET FOR PROGRAM VISITATION – DISTRIBUTIVE EDUCATION

(Name of School) _____ (Date) _____

(Coordinator)

1. Guidelines

a. Coordinator certification _____

If less than permanent, what courses will be taken?

Where? _____

When? _____

b. D.E. Program with D.E. designation

Program and Schedule

Periods	Title	Number of Students	Grade Level
1			
2			
3			
4			
5			
6			
7			

c. DECA? ____ Yes ____ No

d. There is a D.E. classroom-laboratory and office fully equipped.

e. There are adult and/or post-high school D.E. instructional programs.

f. There is a functioning DE advisory committee.

g. Coordinator attends in-service meetings.

Last year _____

This year _____

h. DE Coordinator on 11-month employment

2. Other activities engaged in by DE Coordinator (e.g., athletics)

In school _____

Out of school _____

3. Use of Training Agreement and Plans

4. Spread of kinds of employment

5. Quality of supervision

6. Public Information activities

7. Membership in community organizations

8. Improve program

- a. Related D E
- b. Various cooperative structures
- c. Departmentalize
- d.
- e.
- f.

9. Expand program – number of students in 12th grade _____

- a. Age level: 14, 15, 16, 17, 18
- b. Summer programs
- c. DECA all levels
- d. Adult
- e. Post-secondary
- f. Consumer economics
- g. Occupational mix
- h. Special education
- i. Disadvantaged
- j. School store
- k.
- l.
- m.

10. Innovation of program

- a. New careers
- b. Special education cooperation
- c. Junior achievement
- d. Teacher aids
- e. Part-time instructional specialists
- f.
- g.
- h.

11. What specific plans do you have for improving, expanding, or innovating? (re #10)

12. What help do you want from the State Office?

13. Comments and/or recommendations

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